

MICHIGAN
STATE BOARD OF EDUCATION

**Report Of The
Task Force on Integrating
Communities and Schools**

Sharon Gire and Herbert Moyer, Co-Chairs

June 13, 2002

**MICHIGAN STATE BOARD OF EDUCATION
TASK FORCE ON INTEGRATING COMMUNITIES AND SCHOOLS**

What happens in a school affects the community, and what happens in the community affects the school. If teachers and school administrators expect to be successful in their primary mission of educating the community's children, they need to know a great deal about the community and the families from which the children come. (*Engaging Families & Communities, Pathways to Educational Success*, Decker & Decker, 2000)

Building upon the work of the Full Day/Full Service Schools report and document completed in 1999, the State Board of Education Task Force on Integrating Communities and Schools sought to further highlight the importance of school-community relationships. The work and the recommendations of the Task Force are crucial, as enactment of the *No Child Left Behind* legislation requires serious commitment to the outcomes of students in schools that are consistently failing to provide adequate education, a commitment already certified by the State Board in their 2001-2002 Strategic Goal: *Attain substantial and meaningful improvement in academic achievement for all students, with primary emphasis on chronically underperforming schools*. *No Child Left Behind* also transfers the responsibility of administering the 21st Century Community Learning Centers funds to the Michigan Department of Education, thus making it imperative that the State have a clear vision of the impact that involved communities can have in the success of schools, but more importantly, in the success of children.

Increasingly, it is becoming evident that schools and communities should work closely with each other to meet their mutual goals. With respect to addressing barriers to development and learning and promoting healthy development, schools are finding they can do their job better when they are an integral and positive part of the community. Indeed, for many schools to succeed with their educational mission, they must have the support of community resources such as family members, neighborhood leaders, business groups, religious institutions, public and private agencies, libraries, parks and recreation, community-based organizations, civic groups, and local government. Reciprocally, many community agencies can do their job better by working closely with schools. (*School-Community Partnerships: A Guide*, The Center for Mental Health in Schools, n.d.)

Thus, the primary purpose of the task group and of the report generated from the work of the Task Group is to

Purpose

Create a connected community so that all students achieve by making collaborative use of the efforts and resources of all community partners/stakeholders.

(Task Force 9/20/2001)

PURPOSE OF THE TASK GROUP/PURPOSE OF THE REPORT

The Integrating Communities and Schools Task Force began meeting in late August 2001 and quickly came to consensus on the unifying purpose of the activities of the group. This goal also serves as the purpose of this report. The group felt that the importance of connections between schools and communities would lead to student achievement. The report is intended to be a useful guide for policymakers, the State Board of Education, the Michigan Department of Education, members of the Legislature, the entire education community, members of multipurpose collaborative bodies, units of government and others.

Moreover, the Task Force wishes this report to be useable. It is the hope of the group that communities and schools will find the information contained within to be of value as they shape policy, reach for and find solutions, and build strong relationships.

Artists, lawyers, psychologists, college faculty and students, business people, neighbors and family members come to support and bolster what schools are working hard to accomplish – ensuring young people’s academic, interpersonal, and career success. Their presence turns schools into places that crackle with the excitement of doing, experiencing and discovering unknown talents and strengths. Community schools open up new channels for learning and self-expression. Students come early and stay late – because they want to. (*Community Schools: Partnerships for Excellence*, Coalition for Community Schools, 2000)

Enhance collaboration between communities and schools

- Bring communities and schools together
- Bring together teaching and learning with community support

Provide guidance (where to start)

- Identify critical elements
- Identify best resources
- Identify barriers

(Task Force 9/20/2001)

Goals

What would we like to see happen?

Rationale

Why do we want this to happen?

Evaluation data from such organizations as the Academy for Educational Development, the Stanford Research Institute, the Chapin Hall Centers for Children, and others, recently compiled by the independent researcher Joy Dryfoos, demonstrate the positive impact of community schools on student learning, healthy youth development, family well-being, and community life. Results include *students doing better on tests, students improving their attendance and behavior, and families having their basic needs met and being more involved in their children's education* [emphasis added]. Moreover, principals and teachers in community schools testify that deep and intentional relationships with community partners are not a distraction, but rather are a significant source of support, giving teachers more time to teach and students more opportunity to learn. (Harkavy, Ira and Martin Blank, *Community Schools*, Education Week, April 17, 2002)

A May 16, 2002 Detroit Free Press article entitled *After School – and All Alone* (Kresnak) drew attention to a Michigan's Children report, *After the Bell Rings*. A shocking statistic reported in the Free Press article that was cited in *After the Bell Rings* is the fact that nearly half of all children in elementary school report caring for themselves before or after school. The *State Child Care Profile for Children with Employed Mothers: Michigan* by the Urban Institute in Washington, DC provided the statistic, and Michigan's Children warns that increased work requirements for single parents who receive welfare benefits may put their children at greater risk if attention is not paid to the supervision of children during out-of-school time.

But the integration of communities and schools sought by the Task Force goes beyond solely planning for out-of-school time to a true supportive, reciprocal integration of community support for the school and schools providing a sort of sustenance for the community. Lizbeth Schorr's 1998 book, *Common Purpose: Strengthening Families and Neighborhoods to Rebuild America*, primarily focused on communities in which there are significant challenges, but the principles that she espoused can be applied to any setting. The importance of the relationships that are reciprocal in nature assists in the integration of the approach to address the needs of a community and "the idea that the multiple and interrelated problems...require multiple and interrelated solutions."

The Task Force determined that to reach the goals identified, specific steps and activities were to be accomplished. Subcommittees were formed and charged to develop reports to guide communities and schools in the integration process. The four subcommittees were formed around the following:

- Building Awareness
- **Identify** Resources and Processes
- Identify Successful Programs, Best Practices and Tools
- Identify Opportunities and Challenges

Each subcommittee was asked to develop concrete policy recommendations using sound data based on research that can be used in order to educate and influence policy makers. **Full copies of the reports of each subcommittee are contained in the appendix.** Commonalities existed across the subcommittees, thus the recommendations have been addressed as a whole, rather than in the individual subcommittee categories.

Recommendations

It is recommended that:

1. The State Board direct the Superintendent to produce a yearly document outlining all existing financial sources of funding (with eligibility criteria) that can be used for interagency collaborative projects and to disseminate the document to school superintendents, intermediate school district superintendents, multi-purpose collaborative bodies, and interested community groups.
2. The State Board encourage local collaboration by enacting through its grants and contract requirements proof of active collaboration in related school actions.
3. The State Board encourage school districts to get actively involved in their local multipurpose collaborative body (MPCB).
4. The State Board seek legislation where necessary and create policy where necessary that allows school districts greater flexibility in the use of existing financial resources to meet identified community needs. Such needs may include school readiness, family resources, and out-of-school time programming.

Examples of existing financial resources may include funding designated through *No Child Left Behind* (Title funding such as Safe and Drug Free Schools and 21st Century Community Learning Centers [CCLC]), and Section 31a of the State School Aid Act. A specific example of the use of funds would be to encourage and to allow districts to use funds to support leadership for school/community integration, and secure the training needed for effective implementation. The leadership position should be provided by someone who has the following characteristics and who may be from outside the school system.

5. The State Board advocate for additional state funding for community school programs to supplement the 21stCCLC program.
Several states provide funding for before/after school programs.
(Langford, Barbara Hanson. *State Legislative Investments in School-Age Children and Youth*, Washington, DC: The Finance Project, June 2001).
6. The State Board advocate for continued use of funds from other state agencies to support school and community integration, and encourage the provision of funding to support community driven initiatives.
An example is the Family Independence Agency's use of Temporary Assistance for Needy Families (TANF) funds for before and after school programs and the Department of Community Health's expenditures for school-based health clinics. This advocacy may take on the guise of providing policy support for the flexible use of funds to share in the realization of identified community needs, and requiring evaluative oversight of the multipurpose collaborative bodies (MPCBs) to verify the effective use of such flexibility.
7. The State Board direct the Superintendent to develop a guide for local districts that outlines how to promote community integration, how to identify assets and build an awareness of need, how to identify and be involved with various stakeholders, how to involve and be involved with business, how to build staff awareness and buy-in, how to identify and involve various community groups, and how to market in the community.
8. The State Board advocate for rules, regulations and legislation that enable provision of quality services taking place in school facilities before and after the school day.
Schools follow safety and sanitation rules and regulations during the portion of the day that is considered "instructional." When planning programs for out-of-school time, many schools have been unable to meet the more stringent standards for fire safety required to become licensed through the Division of Child Day Care Licensing of the Department of Consumer and Industry Services, and thus, have been unable to offer school-based services before and after school.
9. The State Board develop and disseminate model standards for programs offered during out-of-school time.
10. The State Board direct the Superintendent to identify, determine mechanisms to disseminate and provide links to and models for interagency-school collaboration, (i.e. mentoring, full day and full service schools, service learning), including developing a variety of tools using multiple media opportunities to support communities and schools gaining knowledge (i.e., CD-ROM, web site, video for use in cable access, etc.).
11. The State Board direct the Superintendent to develop a process for providing technical assistance in developing, improving and sustaining interagency-school collaboration. Communities will require a variety of resources to support their efforts to create local initiatives that meet identified needs in the community (i.e. Financial, Planning,

Management, Leadership, How to Build a Collaborative Initiative, Developing Local Long Term Sustainability, and Assessment). Encourage or require that the Michigan Department of Education establish a network of regional exemplary programs as part of funding grants and/or establishing programs in order to leverage field expertise for the operational support of other like-programs in that area.

12. Direct the Superintendent to work with state level interagency partners to develop training for community and school partners to promote mutual understanding of issues and concerns. Include selection and training of leadership, selection and orientation of advisory groups, “How To Talk School” (understand MEAP, state standards and benchmarks, North Central Association accreditation, Michigan State Board of Education Standards for Accreditation, school culture, etc.), how to relate to community organizations and agencies, and the role of the MPCB.
13. The State Board encourage school districts to create a local plan for promoting and sustaining community/school collaboration. The plan might include:
 - Developing a written plan that includes measurable goals and accountability for how funds are used and what results are expected.
 - Using a strength based planning process to identify assets, assess needs and gaps, programs, resources, partners etc.
 - Conducting a community resource audit and assessing possible areas of collaboration. Community partners and parents would be integrated into identifying internal and external resources.
 - Identifying a process to collect meaningful, useful data that can be posted to the State website.
 - Developing a long-term sustainability plan for initiatives that integrate communities and schools. (Examples: After-school programs, 21st Century Community Learning Centers, school based health clinics, investment strategies, use of short-term funding to build capacity). The choice of initiatives would be determined by the collaborative planning process in the local community.
 - Allowing time for the initiative to show improvement. Communities need at least five years of sustained efforts to show improvements. Build accountability into the system – report the results.

Appendix A
Subcommittee Reports

Building Awareness Sub-committee Report

In order to build awareness for the importance of integrating schools and communities it was determined that we need to appeal to:

1. students
2. parents
3. civic organizations
4. chambers of commerce
5. senior citizens
6. parents of former students
7. businesses
8. school personnel/school boards
9. unions
10. faith-based organizations
11. health agencies

Strategies:

1. Use student leadership in promoting communication with community.
2. Encourage relationships between staff and civic organizations.
3. Meet with city chambers of commerce to develop pacts with businesses and schools.
4. Set up models for businesses to support schools in a district.
5. Media involvement: promotion and marketing
6. Develop media implementation kits for districts
7. State license plates: Promote Public Education
8. Billboards and bus posters: "What have you done for your local schools today?"

Challenges:

1. Change the Thinking of the School Community. Currently the schools are not always receptive to including the community in schools. While some schools have an open-door attitude to parents and the community, others are very reticent to have the public at-large using the school facilities or being involved in the classroom activities.
2. Find ways to bring the community into the schools. Each group identified above must have ways to be involved.
3. Identify agencies in the community that meet specific needs. We need to develop a contact list.
4. Develop a list of kinds of activities to involve the community. i.e. best practices
5. Develop a benefits document to show how these activities help.

Identify Resources and Processes

Goal: To identify resources and processes to create a connected community so that all students achieve by using the efforts and resources collaboratively of all community partners and stakeholders.

Recommendations

I. State Board of Education

14. Produce a yearly document outlining all existing financial sources of funding (with eligibility criteria) that can be used for interagency collaborative projects. Disseminate document to school superintendents, ISD's, multi-purpose collaborative bodies, etc.
15. Create policy that allows school districts greater flexibility to use existing financial resources to meet identified community needs such as school readiness. (Examples of existing financial resources: No Child Left Behind funding, Title funding, Section 31.a, Safe and Drug Free Schools, 21st CCLC etc.)
16. Provide models for interagency-school collaboration, ie. mentoring, full service schools, service learning, etc.
17. Develop a process for providing technical assistance on developing, improving and sustaining interagency-school collaboration. Communities will require a variety of resources to support their efforts to create local initiatives that meet identified needs in the community, ie. Financial, Planning, Management, Leadership, How to Build a Collaborative Initiative, Developing Local Long Term Sustainability, and Assessment
18. Develop a training for community and school partners to promote mutual understanding of issues and concerns. Include "How To Talk School" (understand MEAP, state standards and benchmarks, North Central Association accreditation, Michigan State Board of Education Standards for Accreditation, school culture, etc.), how to relate to community organizations and agencies and the role of MPCB.
19. Advocate continued use of funds from other state agencies to support school and community integration, ex. TANF funds for before and after school programs, and school based health clinics.
20. Allow districts to use funds to support a position(s) for leadership of school/community integration (training needed - possibly designed and delivered by the National Center for Community Education). Could be someone or some agency from outside the school system. (See number 2 above for possible funding sources.)
21. Explore additional state funding for community school programs to supplement the 21stCCLC program. Several states provide funding for before/after school programs Reference: State Legislative Investments in School-Age Children and Youth – The Finance Project

II. Local Level

- Provide and encourage opportunities for school district participation in their local multi-purpose collaborative planning process.
- Develop a vision for school-community collaboration based on student/district needs, and supported by research based best practice and data. What community needs exist? Are there any service gaps? Determine how this effort will contribute to narrowing gaps in student achievement, meeting identified needs, reducing crime, improving health, etc.
 - Create a local plan for promoting and sustaining community school collaboration.
 - Develop a written plan that includes measurable goals and accountability for how funds are used and what results are expected.
 - Use an asset based planning process to identify needs and gaps, programs, resources, partners etc.
 - Conduct a community resource audit and assess possible areas of collaboration community partners and parents (who else could do this better?) Identify internal and external resources.
 - Develop a long term sustainability plan for initiatives that integrate communities and schools. (examples: After-school programs, 21st Century Community Learning Centers, school based health clinics). The initiatives would be determined by the collaborative planning process in the local community.
 - Allow time for the initiative to show improvement. Communities need at least five years of sustained efforts to show improvements. Build accountability into the system – report the results.

Recommended attachments:

1. State Legislative Investments in School-Age Children and Youth – The Finance Project
2. Sustainability Planning Workbook—The Finance Project
3. Full Service Schools Issues 1 and 2—Best Practice Briefs, Michigan State University
<http://outreach.msu.edu/bpbriefs/>

Successful Programs, Best Practices, and Tools

PURPOSE: Encourage communities to create a connected community of partners so that all students learn and achieve.

In order to achieve this purpose the following examples are being provided as a guide for others who have made a commitment to integrating school and community for the improvement of student learning. These examples met the following criteria, which are held to be essential for this process to contribute successfully to school improvement.

- Broad, active community collaboration and program control based on common community goals which include student success in school, usually through the County MPCB (Multi-Purpose Collaborative Body)
- Community planning is strengths based usually founded on an assets approach to the identification of needs, gaps in service, and program development based on the resources of the community partners.
- Programs are based on a written plan that is integrated with the overall community plan for success for community members of all ages in a continuum of care.
- The Schools have become full active partners in the community collaborative process and have learned to practice “agency speak” and “business speak” and have helped others with “education speak”.

Recommended Models				
Location	Model	Key features	Key Outcomes	Contact Information
Michigan				
Carman- Ainsworth Community Schools	Learning Community	Integrated family services model (Early Childhood, Even Start, Head Start, Early Head Start, Adult Education, Community Education)	<ul style="list-style-type: none"> •Increased student achievement •Increased parent involvement •Increased family outcomes 	Dave Swierpel Carman-Ainsworth Community Schools G-3475 W. Court Street Flint, MI 48532 810-591-3208
Big Rapids Public Schools	S.A.F.E. 2000 – New Village Learning Community	After school and summer programs in collaboration with the 44 member HSCB and the community – over 1,000 attend Also very active leadership in the Mecosta County HSCB	<ul style="list-style-type: none"> •Increased student outcomes •Increased school attendance •Increased parent satisfaction •Decreased community youth crime 	David Borth, Director 21034 15 mile rd Big Rapids, Mi 49307 231-796-2627

Location	Model	Key features	Key Outcomes	Contact Information
Michigan				
Michigan Communities In Schools Holland MI. *Sites in Detroit PS, Tecumseh, Kalamazoo, Mancelona, and Ottawa and Lenawee Counties	Communities In Schools Life Services System is the State Office for CIS and can assist local communities with their development.	<ul style="list-style-type: none"> Each community has its own Independent Board CIS coordinates repositioned services into schools 	<ul style="list-style-type: none"> Decreased drop-out rates Improved attendance Increased promotion rates Improved academic performance 	Deanna DePree Life Services System Parent Information & Resource Center 160 S. Waverly, Holland 49423 616-396-7566 x 116
Parents As Teachers Michigan Center Holland MI - 108 programs across Michigan	Parents As Teachers The Life Services System Parent Information and Resource Center is the State Office for PAT, assisting with training of parent educators, their supervisors, and boards.	<ul style="list-style-type: none"> Early Childhood Community Collaboratives based on the philosophy "Parents are a child's first best teacher" Personalized Home visits Early & frequent screenings Community-wide referrals Parent/child group meetings 	<ul style="list-style-type: none"> Collaboration among providers Early identification of delays Increased confidence and competence in parenting roles Children are ready to learn Greater academic achievement Early and continuing parental involvement in their children's schooling 	
Ann Arbor PO Box 2043 Ann Arbor, MI 48108	National African American Parent Involvement Day	<ul style="list-style-type: none"> African American Parents take their children to school or Visit their children in school Second Monday in February annually 	<ul style="list-style-type: none"> Increased parent involvement Increased support for the schools Increased support for their children Increased communication between the home, family, community, and businesses. 	Joseph Dulin 1-800-351-4097
28 school districts throughout MI (for a complete list contact Michigan Community Service Commission)	Learn and Serve – Michigan (Service-Learning grants)	<ul style="list-style-type: none"> Learn and Serve-Michigan focuses on engaging young people in volunteerism while helping them achieve their education goals. Schools may apply for grant funds to bring service learning to our state's classrooms. 	<ul style="list-style-type: none"> Increased academic achievement Increased student and teacher involvement Increased parent involvement Increased community involvement Increased student interest in their education 	Michigan Community Service Commission Angelia Salas Jeanine Yard 1048 Pierpont, Suite 4 Lansing, MI 48913 (517) 241-2553 www.michigan.gov/mcsc

Location	Model	Key features	Key Outcomes	Contact Information
Michigan				
Currently, there are 25 communities participating as Communities of Promise. For a list of the communities contact MCSC.	Michigan's Promise	Michigan's Promise is our state's answer to the call of America's Promise. Founded by General Colin Powell, the Promise effort strives to have a positive impact on the lives of children by providing them with the Five Promises (a caring adult, safe places, a healthy start, marketable skills, and an opportunity to give back through service.)	<ul style="list-style-type: none"> Increased collaboration in local communities. Youth provided with the necessary supports (Five Promises) need to become successful adults. Provides some of the 40 assets kids need. Usually connected to other collaborations in the community such as MPCB) 	Michigan Community Service Commission Liz Scully 1048 Pierpont, Suite 4 Lansing, MI 48913 (517) 241-3493 www.michigan.gov/mcsc
Branch County ISD, Char Em ISD, Detroit Public Schools, Pontiac Schools, Marquette/Alger RESA, Muskegon Public Schools, Ionia County ISD and other sites throughout MI. For a complete list of programs contact MCSC.	Michigan's AmeriCorps	AmeriCorps is a domestic version of the Peace Corps where individuals serve on a full- or part-time basis for one or more years to address local issues including education issues. Currently, 16 Michigan's AmeriCorps programs are addressing local education issues by recruiting volunteers for schools, providing conflict resolution, tutoring and mentoring students, and engaging youth in service-learning	<ul style="list-style-type: none"> Increased academic achievement Increased parent and community involvement. Decreased incidents of violence and suspension Increased support for service-learning 	Michigan Community Service Commission Kimberlee Andrews Michael Freeman 1048 Pierpont, Suite 4 Lansing, MI 48913 (517) 241-3606 www.michigan.gov/mcsc
Mancelona, Michigan	Project S.H.A.R.E. – School/Home Alliance to Restructure Education	Built a Family Resource Center on school grounds through a community collaboration of health and human service agencies and the schools.	<ul style="list-style-type: none"> Center is open 15 hours daily providing services through 10 community agencies. Common intake referral process and family plan development, assets project for youth and economic development. 	Mancelona Public Schools Mancelona, Mi 49659 231-587-9764

Location	Model	Key features	Key Outcomes	Contact Information
National				
Alexandria, VA	Communities In Schools	See Michigan listing above	See Michigan above	Communities In Schools 277 S. Washington St. Alexandria, VA 22314 800-CIS-4KIDS
St. Louis, MO	Parents As Teachers	See Michigan listing above	See Michigan Center listing above	Parents As Teachers National Center 10176 Corporate Square Dr St. Louis, MO 63132 314-432-4330
Baltimore, MD	National Network of Partnership Schools “School, Family, and Community Partnerships” “The Epstein Model”	Brings together a collaborative action team to focus on the needs of children within an individual school building. Ideal fit for extending the school improvement team to engage the broader community	Engages teams around six types of involvement: 1. Parenting 2. Communicating 3. Volunteering 4. Learning at Home 5. Decision Making 6. Collaborating with the Community	National Network of Partnership Schools, Johns Hopkins University 2002 N Charles St. Baltimore, MD 21218 410-516-8800 nnps@csos.jhu.edu

Recommendations: The following recommendations are made based on some of the common themes that are suggested from the examples provided here

- Recommend/require all school districts to get actively involved in their local multipurpose collaborative body (MPCB)
- Require that all grant programs where collaboration is a proven asset to the realization of the grant purpose to include successful collaborative involvement in the community as a criteria for awarding funds. Require MPCB sign-off verifying the active and effective on-going involvement of the schools.
- Provide policy support for the flexible use of funds to share in the realization of identified community needs. Require evaluative oversight of the MPCB to verify the effective use of such flexibility.
- Allow districts to use funds to collaborate in the administrative oversight of school based community designed programs.
- Require that sustainability plans be developed as part of any integrated school – community program based on community planning for the use of community resources.
- Encourage the provision of funding to support community driven initiatives.

- Encourage or require that the MDE establish a network of regional exemplary programs as part of funding grants and/or establishing programs in order to leverage field expertise for the operational support of other like-programs in that area. This would be intended to extend the ability of the reduced MDE staff to more adequately provide support and over site of funded programs.

Appendix B

Michigan State Board of Education

Positions of the State Board Relevant to Integrating Communities and Schools

STATE OF MICHIGAN
STATE BOARD OF EDUCATION

FAMILY INVOLVEMENT POLICY

The State Board of Education believes that the education of students is enhanced by the involvement of parents and families in their children's education. We advocate strong connections between the home, school and the community as one means of reducing barriers to student achievement. Studies demonstrate that when parents are involved in their children's education, the attitudes, behaviors and achievement of students are positively enhanced.

Education is an integral part of our society. It is important for all parties to be at the table, providing input and resources to better the learning outcomes for our students. Working in genuine partnerships is mutually beneficial. Developing cooperative efforts and meaningful involvement contribute to improved schools and successful students.

Schools must welcome the public's involvement, and recognize and tap the strengths, dynamism and resources of all those who wish to participate with the schools in practical and tangible ways. Teacher training institutions also have a responsibility to provide training in family involvement.

The State Board of Education hereby recommends that every school district develop a Family Involvement Plan which will engage families, educators, businesses and other community members in education. Such plans will include outreach strategies, related home learning activities, community resources, and supportive school and district policies and actions.

The State Board of Education will disseminate model family involvement plans to assist local districts and school buildings in developing local plans.

Adopted May 15, 1997

STATE OF MICHIGAN
STATE BOARD OF EDUCATION

POLICIES FOR AFFIRMING SERVICE LEARNING

All Michigan citizens have the critical responsibility to participate in community and civic life. The State Board of Education reaffirms the fundamental role of K-12 education in preparing each generation for active, informed citizenship.

We recognize the integral role and exemplary efforts of Michigan schools in developing creative ways to make learning through service important components to a quality education.

Service learning is a teaching/learning strategy that integrates service to the community and volunteerism into the core academic curriculum in a way that helps students make real-world connections between their academic studies and solving community problems. Service learning gives students answers.

Today, approximately one-third of public elementary and secondary schools use service learning in their educational programs nationally. Service learning is currently improving schools.

Organizations that advocate for service learning standards have worked tirelessly to organize lessons that support the key role of public education in our democracy, the preparation of knowledgeable leaders, and supporting future citizen participation in society for the common good.

Service Learning is in keeping with State Board of Education policies on Character, Family Involvement, Safe Schools, Effective Learning Environments, Prevention of Bullying, and Encouraging Tolerance in Public Schools.

POLICIES

We believe that Service Learning is a valuable tool that address the long term goals of quality student academic achievement, workforce readiness, safe and secure learning environments, and a strengthened democracy and civil society. Therefore, it is the policy of the State Board of Education to encourage public schools to integrate service learning components into the classroom learning environment.

We accept that service learning lesson planning and integration into the classroom learning environment is an effort worthy of further replication, adoption and study. Teacher-tested, standards-based lessons and resources can provide high quality, student- friendly academic units of study directly aligned with the Michigan Curriculum Framework. Therefore, it is the policy of the State Board of Education that public schools research and utilize service learning as a powerful teaching method that can help to make learning exciting, meaningful, relevant, and

lasting for all students. We know that with the help of teachers, service learning lessons can promote new knowledge and understanding that will translate critical concepts in a structured age-appropriate way to children as part of their education in democratic citizenship. Therefore, it is the policy of the State Board of Education to encourage Michigan teachers to select and integrate academic lessons from service-learning activities to enrich student understanding of civil society and the role of free people in a democracy.

These Policies for Affirming Service Learning are guidelines for local schools as they work to achieve a positive learning atmosphere for all Michigan children. These Policies shall also serve as the policy framework for the Department of Education, as well as programs in other state administrative agencies over which the State Board of Education possesses policymaking authority. The State Board shall also use this policy framework to develop recommendations for the Legislature, the Governor, and state agencies; to formulate grant criteria; and to develop and implement other State Board programs, activities, and policies.

Adopted May 9, 2002

STATE BOARD OF EDUCATION
INTEGRATING COMMUNITIES AND SCHOOLS TASK FORCE

Mrs. Sharon L. Gire, **Co-Chair**
State Board of Education
P.O. Box 30008
Lansing, Michigan 48909
517/373-3900
gires@juno.com

Mr. Charles M. Anderson, Executive Director
Detroit Communities in Schools
8200 West Outer Drive, Box 64
Detroit, Michigan 48219
313/538-8952
cis7@juno.com; or charliedetroit@aol.com

Mr. Jim Beougher
Family Independence Agency, Child and
Family Services
Suite 514, Grand Tower
Lansing, Michigan 48909
517/335-6158
beougherj@michigan.gov

Mr. Dan Cady
National Center for Community Education
1017 Avon Street
Flint, Michigan 48503
810/238-0463
dancady@earthlink.net

Ms. Renee De Mars-Johnson
Michigan Department of Education
Office of School Excellence
P.O. Box 30008
Lansing, Michigan 48909
517/241-0162
demars-johnsonr@michigan.gov

Ms. Deanna DePree
Life Services System of Ottawa County, Inc.
160 South Waverly Road
Holland, Michigan 49423
616/396-7566, ext. 11
deannadepree@ameritech.net

Dr. Herbert S. Moyer, **Co-Chair**
State Board of Education
P.O. Box 30008
Lansing, Michigan 48909
517/373-3900
lpmandhsm@juno.com

Ms. Sue Bellows, President
Michigan Congress of Parents, Teachers, and
Students
1011 North Washington
Lansing, Michigan 48906
517/485-4345
subellows@aol.com

Mr. David Borth
Big Rapids Public Schools, Office of Grants and
Projects
20609 Madison
Big Rapids, Michigan 49307
231/796-2550
dborth@brps.k12.mi.us

Mr. Roberto Clemente
4377 Textile Road
Ypsilanti, Michigan 48197

Ms. Lois Lofton Doniver, Secretary-Treasurer
Michigan Federation of Teachers
2661 East Jefferson
Detroit, Michigan 48207
313/393-2523
ldoniver@mftsrp.org

Dr. Grenae Dudley, Executive Director
The Youth Connection
333 West Fort Street, Suite 1500
Detroit, Michigan 48226-3156
313/963-4990
gdudley@msms.org

Mr. Joseph Dulin, Executive Director
National African American Parents Involvement
Group
4377 Textile Road
Ypsilanti, Michigan 48197
734/434-4611
dulin@apps.k12.mi.us

Ms. Carol Edinger
Paw Paw Community Education
119 Johnson
Paw Paw, Michigan 49079
616/657-8830
carol@ppps1.pawpaw.k12.mi.us

Mr. John Hagel
Shiawassee RESD
1025 North Shiawassee Street
Corunna, Michigan 48817-1151
989/743-3471
hagel@sresd.k12.mi.us

Ms. Barbara Hensinger, Member
Mason Board of Education
3616 Harper Road
Mason, Michigan 48854
517/373-9716
hensingerb@state.mi.us

Ms. Paula L. Kaiser, Director of Programs
Michigan Community Service Commission
1048 Pierpont, Suite 4
Lansing, Michigan 48911
517/373-1376
kaiserp@michigan.gov

Mr. Rawlan Lillard
National Center for Community Education
1017 Avon Street
Flint, Michigan 48503
810/238-0463
rlillard@earthlink.net

Ms. Susan Meston
Muskegon Area Intermediate School District
630 Harvey Street
Muskegon, Michigan 49442-2398
231/777-2637
smeston@remc4.k12.mi.us

Ms. Patricia Farrell
Michigan State University
6 Kellogg Center
East Lansing, Michigan 48824-1030
517/355-4572
farrellp@msu.edu

Mr. Robert Harris
Michigan Education Association
P.O. Box 2573
East Lansing, Michigan 48826-2573
517/332-6551, ext. 6219
robert_harris@mea.org

Ms. Deborah Canja Isom, Executive Director
CAUSE
2365 Woodlake Drive, Suite 100
Okemos, Michigan 48864
517/886-9167, 517/347-1004 (fax)
dcanjaisom@causeonline.org

Ms. Marilyn Lieber
Michigan Fitness Foundation
P.O. Box 27187
Lansing, Michigan 48909
517/347-7891
mlieber@michiganfitness.org

Mr. James D. Mapes, Superintendent
Van Buren Intermediate School District
490 1/2 South Paw Paw Street
Lawrence, Michigan 49064-9671
616/674-8091
jmapes@vbid.org

Ms. Vicky Page
4109 16th Street
Ecorse, Michigan 48229
313/382-5692 (home); or 734/434-4611 (work)
page@aaps.k12.mi.us

Ms. Sharon Peters, Executive Director
Michigan's Children
428 West Lenawee
Lansing, Michigan 48933
517/485-3500
peters.sharon@michiganschildren.org

Mr. Paul Shaheen
Michigan Council for Maternal and Child
Health
416 West Ottawa
Lansing, Michigan 48933
517/482-5807
pshaheen@mcmch.com

Ms. Louise Somalski
Michigan Federation of Teachers
419 South Washington, Suite 301B
Lansing, Michigan 48933
517/371-4300
mftsrp2@aol.com

Ms. Shelli J. Weisberg
Birmingham Board of Education
651 West Frank
Birmingham, Michigan 48009
248/203-3000
smweisberg@comcast.net

Ms. Phyllis Davis Williams
ABLE Cluster Center
4305 White Birch Drive
West Bloomfield, Michigan 48323
248/563-0062
rmoi@aol.com

Ms. Carol Wolenberg
Michigan Department of Education
P.O. Box 30008
Lansing, Michigan 48909
517/241-0062
WolenbergC@michigan.gov

Ms. Donna Roberts
Michigan Congress of Parents, Teachers, and
Students
1011 North Washington
Lansing, Michigan 48909
517/485-4345
mpta@voyager.net

Ms. Cherly Sibilsky
Family Independence Agency, Child and Family
Services
1011 North Washington
Lansing, Michigan 48909
517/373-0076
SibilskyC@michigan.gov

Mr. Dave Swierpel, Director
Community Services
Carman-Ainsworth Schools
G-3475 West Court Street
Flint, Michigan 48532
810/591-3208
dswierpe@carman.k12.mi.us

Ms. Joanne Welihan, Executive Director
Michigan Elementary and Middle School
Principals Association
1980 North College Road
Mason, Michigan 48854
517/694-8955
joanne@memspa.org

Mr. Douglas Wood
Kalamazoo Public Schools
714 South Westnedge
Kalamazoo, Michigan 49007
616/337-0420
woodd@kalamazoo.k12.mi.us

Mr. Stan Young
Detroit Community in Schools
8200 West Outer Drive, Box 64
Detroit, Michigan 48219
313/538-8952
CIS7@juno.com